



SUMMIT

A C A D E M Y O I C

2019-2020

Course Catalog

Summit Academy OIC

935 Olson Memorial Highway, Minneapolis, MN 55405 • www.saoic.org • 612-377-0150

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About Summit Academy OIC

History

Born out of the civil rights movement and led by Reverend Dr. Leon Howard Sullivan, the Opportunities Industrialization Centers (OIC) were established in 1964 in response to the lack of employment and job training programs in African American communities. Since 1967, Summit Academy OIC (and its predecessor, Twin Cities OIC) has been part of a national network of Opportunities Industrialization Centers, working to equip individuals with the education, skills and networks required to overcome barriers to economic opportunity, and advocating for economic, social and political justice for all people.

Mission

We exist to assist individuals in developing their ability to earn and to become contributing citizens in their community.

Vision

SAOIC will be the premier job training and placement school in the professions in which we train.

The Spirit of Summit

LEADERSHIP. We strive to be and to create the community leaders necessary to achieve equity in employment. We establish bold visions that challenge systemic injustice. We take risks and reframe challenges as opportunities. We identify solutions and take positive action. We act urgently, strategically, and resourcefully to achieve our mission.

TRANSFORMATION. We believe in exceptional human potential. We provide high-quality, in-demand training, individualized support, and career services that are life-changing for our students, their families, and their communities. We seek to transform social services, workforce training, recruitment, and employment systems to improve equal access to jobs and economic stability.

TENACITY. We do not accept defeat. We challenge cynicism, despair, despondency, and the status quo. Our campus community is dedicated to working alongside our students to overcome barriers to success. We have faith in one another and in our students. We believe in positive change and actively work to achieve it.

LEGACY. We honor the legacy of civil rights leader Reverend Dr. Leon Sullivan: we support economic, social, and political justice, including equal work opportunities for all people. We believe that true empowerment comes from providing individuals with the training and opportunities they need to improve their own lives and communities. We work with purpose and determination to ensure that each day, Summit Academy OIC and our community are better than the day before.

RESPECT. Every individual has a unique story. We value the strengths, experiences, and perspectives of our students and others. We recognize that our collective impact as a campus community is made stronger by our diversity and our networks. We are committed to strong partnerships with community organizations, organized labor, government, and employers to ensure our students' success.

RESULTS. We do not make excuses. Our students' success matters more than anything else. We constantly evaluate and seek to improve our effectiveness, measure our success, and tailor services to meet our students' needs.



Steps to Enroll: Items for All Students

1. Attend our free information sessions Wednesdays at 10:00 a.m.
2. Complete the Summit Academy OIC (SAOIC) application of admission.
3. Bring a valid State ID, driver's license, or other government issued ID with you to testing and meetings with enrollment staff.
4. Pass the entrance exam.
 - Requirements vary per specific program.
 - SAOIC may connect those who did not pass entrance exams with tutoring opportunities
5. Enrollment staff will provide information regarding any additional program specific requirements.**

Additional Requirements for Career Technical Education Students:

- Students are required to have earned a high school diploma or GED which must be made available if requested.
- Complete a Free Application for Federal Student Aid (FAFSA) to determine your eligibility at www.fafsa.ed.gov (3 business days prior to your financial aid appointment).
- Attend a financial aid appointment. Call 612-377-0150 to schedule.

Ability to Benefit Students:

- Students who are currently, or have been, enrolled in SAOIC's GED program, but do not yet possess a High School diploma or GED credential may be admitted as an "ability to benefit" (ATB) student under the guidance of the Department of Education's DCL GEN-16-09.
- Students will be accepted upon meeting all other admissions requirements and passing the Accuplacer ATB entrance exam.

** Prospective students with criminal backgrounds, applying for the healthcare or information technology programs, may have deferred enrollment options and/or limited employment opportunities.

Consumer Information

Upon request, the school will provide the following:

- Information on financial assistance available to student enrolled in the school.
- Information on the school.
- Information about a student's rights under Family Educational Rights and Privacy Act (FERPA).
- Notice about the availability of the institution's annual campus security report to include:
 - Campus crime statistics,
 - School policies concerning campus security and the relationship with State and local police,
 - Emergency response and evacuation procedures,
- The institution's completion or graduation rates.

This information can be requested through:

- <http://www.saoic.org/admissions/consumer-information/>
- In writing:
 - Attn: Consumer Information
 - Summit Academy OIC
 - 935 Olson Memorial Hwy.
 - Minneapolis, MN 55405
- In person at the front desk



Summit Academy OIC is licensed as a private career school with the Minnesota Office of Higher Education pursuant to Minnesota Statutes, sections 136A.821 to 136A.832. Licensure is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Minnesota Office of Higher Education, 1450 Energy Park Dr. Suite #350, St. Paul, MN 55108



Summit Academy OIC is accredited by the Commission of the Council on Occupational Education (COE)
7840 Roswell Road, Building 300, Suite 325, Atlanta, GA 30350.
Phone: 770-396-3898 | Fax 770-396-3790 | www.council.org

Summit Academy OIC's (SAOIC) construction department offers classroom space, a fully-equipped carpentry shop, an outdoor carpentry yard, and an electrician lab. For our healthcare programs, SAOIC is equipped with large classrooms and a computer lab. The information technology (IT) program offers fully equipped classrooms, including the use of computers and other technology. SAOIC also offers academic and general use computer resource rooms as well as a dining facility.

Tuition & Financial Aid for Career Technical Education Students

Tuition Rate: \$225.00 per credit

Tuition is charged to the student's account at the beginning of each term.

Tuition includes: use of books, activities and lab fees.

Financial Aid

Federal and state student aid is available for students enrolled in eligible programs at approved schools.

SAOIC participates in five financial aid programs:

- The Federal Pell Grant program,
- Federal Supplemental Educational Opportunity Grant (FSEOG),
- The Minnesota State Grant program,
- The Federal Work-Study program, and
- The Minnesota State Work-Study program.

Both federal and state grants are financial aid that does not have to be repaid. The grant amounts are based on need, cost of attendance and enrollment status. The work-study program allows students to earn money for educational expenses while enrolled in school.

The following is a list of some of the eligibility requirements for federal and state financial aid:

- Students must be a U.S. citizen or eligible non-citizen with a valid social security number;
- Students must have a high school diploma, General Education Development (GED) certificate or qualify for ability to benefit (ATB); and
- Male students must have registered for the selective services (federal programs only).

To apply for federal and/or state financial aid, students must submit a completed Free Application for Federal Student Aid (FAFSA), which can be found online at www.fafsa.ed.gov, and be prepared to know/provide the following:

- Social Security Number,
- Alien Registration Card or Passport/Visa (for eligible non-citizens), and
- Current year tax forms.

Summit Academy OIC Refund Policy

Refund Policy/Buyer's Right to Cancel: *This refund policy applies to all Career Technical Education programs.*

If your application is rejected, you will receive a full refund of all tuition, fees, and other charges. You will be entitled to a full refund of tuition, fees, and other charges if you give notice that you are cancelling your enrollment within five days of being accepted into the school or program. A contract or enrollment agreement will be presumed effective on the date of that the institution notifies you that you have been accepted into the institution and you have signed the contract or enrollment agreement. If the notification of acceptance into the institution is sent by mail, then the effective day of being accepted is the postmark on the acceptance letter.

This five-day refund policy applies regardless of when the program starts. If you give notice more than five days after you have been accepted into the school or program (or first lesson for an online distance education program), you will receive a refund of all tuition, fees, and other charges minus 15%, up to \$50, of the total cost of the program. You will be provided a prorated tuition, fees, and other charges refund minus a 25%, up to \$100, if you give notice of your withdrawal after your program has begun, but before 75% of the program has completed. If you withdraw from your program after 75% of the program has completed, you are not entitled to a refund of tuition, fees, or other charges.

You will receive written notice acknowledging your withdraw request within 10 business days after receipt of the notice and you will receive a refund of any tuition, fees, and other charges within 30 business days of receipt of your withdrawal. Written notice is effective of the date of the postmark if sent by mail or the day it has been hand-delivered to the

institution. If you do not withdraw in writing or contact the institution about your absence, and you have not attended your program for 21 consecutive days, you will be considered to have withdrawn from the school as of your last date of attendance.

There is a tuition cost to attend SAOIC and all candidates planning to attend must agree to complete all necessary paperwork for tuition expenses.

Student Return of Financial Aid Funds Policy

In accordance with federal and state regulations, when a financial aid recipient withdraws from all classes during a quarter, Summit Academy OIC must determine the withdrawal date and amount of grants and/or assistance that the student earned. If the student received more financial aid than they earned, the unearned funds must be returned by the school and/or the student to the appropriate aid program.

Types of Withdrawal

Official Withdrawal: A student is considered officially withdrawn if a school official is notified by the student of their intent to withdraw. If a student completes a withdrawal, the withdrawal date is the date the student submits a completed form to the office. If a student sends written notification of intent to withdraw, the withdrawal date is the date the letter is received via postal, electronic, or fax mail. The date of determination is the date the student provides official notification or begins the withdrawal process, whichever is earlier.

Termination (Unofficial Withdrawal): If a student fails to attend without providing official notification, the withdrawal date will be the last date of attendance. This date will be determined by the admissions counselor. The withdrawal date is the date that is reported as the last date of attendance by a faculty member on a class roster, grade roster/sheet, or other documented source, e.g., grade book. Documentation of the last date of attendance will be maintained in the student's academic file. The date that Summit Academy OIC becomes aware that the student has stopped attending will be the date of determination. This date will be identified no later than 30 days after the end of a quarter.

Calculation of Title IV Funds

The amount of Title IV federal aid grants earned by the student is determined on a pro-rata basis up to the end of 60% of the quarter. For example, if the student completed 30% of a quarter, 30% of the aid originally scheduled to be received would have been earned. Once a student has completed more than 60% of a quarter, all awarded aid has been earned.

Work Study funds are not included in the calculation.

Calculation of Non-Title IV Funds

The amount of State program funding is calculated in compliance with the Minnesota Office of Higher Education requirements. All refunds to state programs are calculated using the Minnesota Office of Higher Education Refund Calculation Worksheet, Appendix 13, of the Minnesota State Grant manual. The Minnesota State Grant refund policy is aligned with Minnesota Statutes Chapter 136A.827.

Post-Withdrawal Disbursements

If any eligible student receives less Federal Student Aid than the amount earned, the school must offer a disbursement of the earned aid that was not received. The amount of a Post-withdrawal disbursement is determined by following the requirements for calculating earned Title IV Aid. The student will be notified in writing if any post-withdrawal disbursements are made.

Return of Unearned Funds

If the total amount of Title IV and State grant and/or assistance that was earned as of the withdrawal date is less than the amount that was disbursed to the student, the difference between the two amounts will be returned to the appropriate program(s) and no further disbursements will be made.

If a student has received excess funds, the institution must return a portion of the excess equal to the lesser of:

- The student's institutional charges multiplied by the unearned percentage of funds, or
- The entire amount of the excess funds.

- The funds will be returned in the order below as prescribed by federal regulations, within 45 days from the date of determination that a student withdrew:
 - Federal Pell Grants, then
 - Federal Supplemental Educational Opportunity Grants (FSEOG).

Both the school’s portion and the student’s portion of unearned aid returned to programs will be charged back to the student’s account, as provided for in federal regulations.

The return of Title IV funds is separate from the school’s tuition refund policy. Students are not required to pay any outstanding tuition balance resulting from a withdrawal calculation.

The following provides an example of the treatment of a withdrawal from SAOIC tuition refund, and return of Title IV and State funds.

Example of a Refund of Tuition and Return of Financial Aid

Example of Return of Title IV Aid Calculation

Step 1:	Federal aid awarded	
	Pell Grant	1,000
	SEOG Grant	250
	Total aid	1,250
Step 2:	Percentage of Title IV aid earned:	40%
Step 3:	Amount of Title IV aid earned: $(\$1,000 + \$250) \times .4 =$	500
Step 4:	Amount of Title IV aid to be returned: $\$1,250 - \$500 =$	750
Step 5:	Amount of Unearned Title IV Aid Due from the School	750

Credit Transfer Policy

FROM OTHER SCHOOLS: Summit Academy OIC will accept the transfer of credits from other institutions if the following condition are met: Student must meet all admissions requirements; course credits for transfer must be from an accredited post-secondary institution as recognized by the U.S. Department of Education’s Office of Postsecondary Education (OPE) and listed in the Database of Accredited Postsecondary Institutions and Programs (DAPIP) which can be found at <https://ope.ed.gov/dapip/#/home> or documentation from an accrediting agency recognized by the OPE; generally earned within the previous 5 years with a grade of “C” or better; and must be similar in content and credits to SAOIC courses.

SAOIC students must have an official transcript from the previous school brought or sent to our Registrar’s office by the Thursday of the first week of class. The student must also submit course descriptions and number of hours per credit directly to our registrar. Unofficial transcripts can be used to evaluate the transferability of courses prior to requesting an official transcript, however, credits will not be added until an official transcript is received. To be eligible for a certificate, a student must earn a minimum of 1/3 of required credits directly from SAOIC.

CREDIT TRANSFERS TO OTHER SCHOOLS: The number of credits which may be transferred is determined by the receiving institution. It is not determined by SAOIC.

Formal Complaint / Grievance Procedure

Summit Academy OIC is committed to a learning environment in which all individuals are treated with respect and dignity. Each individual has the right to learn in a professional atmosphere that promotes individual development and growth, without discrimination or harassment. A student who wishes to file a formal complaint or grievance with SAOIC due to a violation of this right may do so following the steps below to ensure that any issues are properly addressed. A grievance is defined as a cause for distress, significant enough to be considered as grounds for a formal complaint, against a perceived injustice or unfair act.

1. Speak with the staff person directly involved if you have a grievance or disagreement with programs, personnel or student treatment to see if the issue can be addressed.
2. Speak to the staff person's supervisor or department manager if you do not feel comfortable speaking to the involved staff person or if the issue is not addressed. (The student advisor will be a back-up contact to the department manager, if the manager is unavailable, and will notify the appropriate party.)
3. Discuss the issue with the director of student services if you feel it has not been addressed by the staff person's supervisor or the manager of the department.
4. Complete a Formal Complaint/Grievance form and submit to the director of student services, or to the Chief Administrative Officer if the director of student services is not appropriate, for review by the Grievance Committee. A written response indicating the Formal Complaint/Grievance form has been received, and what the next steps in the process are, will be made in writing within 5 business days.
5. When the Grievance Committee has reached a resolution it will be delivered to the student. If the student does not agree with the resolution, they may escalate their formal complaint/grievance to the following:
 - a. The Chief Administrative Officer, then
 - b. The Chief Executive Officer, and finally,
 - c. The SAOIC Board of Directors.
6. Grievances may also be escalated to the level of our accrediting body, the Council on Occupational Education and/or the Minnesota Office of Higher Education:
 - *Council on Occupational Education*, 7840 Roswell Rd., Building 300, Suite 325, Atlanta, GA 30350. Telephone: 770-396-3898 / FAX: 770-396-3790, www.council.org.
 - *Minnesota Office of Higher Education*, 1450 Energy Park Dr. Suite #350, St. Paul, MN 55108. Telephone: 651-642-0533 www.ohe.state.mn.us

Summit Academy OIC 2019-2020 Academic Calendar

Printfree.com Yearly Calendars

July 2019							August 2019							September 2019							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
Wk 1	1 Class starts	2	3	4 IND	5	6					1	2	3	1 Wk 10	2 LAB	3	4	5	6	7	
7 Wk 2	8	9	10	11	12	13	4 Wk 6	5	6	7	8	9	10	8 Wk 1	9 Class starts	10	11	12	13	14	
14 Wk 3	15	16	17	18	19	20	11 Wk 7	12 SD	13	14	15	16	17	15 Wk 2	16	17	18	19	20	21	
21 Wk 4	22	23	24	25	26	27	18 Wk 8	19	20	21	22	23	24	22 Wk 3	23	24	25	26	27	28	
28 Wk 5	29	30	31				25 Wk 9	26	27	28	29	30	31	29 Wk 4	30						
October 2019							November 2019							December 2019							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
		1	2	3	4	5						1	2	1 Wk 3	2	3	4	5	6	7	
6 Wk 5	7	8	9	10	11	12	3 Wk 9	4	5	6	7	8	9	8 Wk 4	9	10	11	12	13	14	
13 Wk 6	14	15 SD	16	17	18	19	10 Wk 10	11	12	13	14	15	16	15 Wk 5	16	17	18	19	20	21	
20 Wk 7	21	22	23	24	25	26	17 Wk 1	18 Class starts	19	20	21	22	23	22	23	24	25	26	27	28	
27 Wk 8	28	29	30	31			24 Wk 2	25	26	27	28 THK	29 THK	30	29 Wk 6	30	31					
January 2020							February 2020							March 2020							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1 NYD	2	3	4							1	1 Wk 5	2	3	4	5	6	7	
5 Wk 7	6	7	8	9	10	11	2 Wk 1	3 Class starts	4	5	6	7	8	8 Wk 6	9	10	11	12	13	14	
12 Wk 8	13	14	15	16	17	18	9 Wk 2	10	11	12	13	14	15	15 Wk 7	16	17	18	19	20	21	
19 Wk 9	20 MLK	21	22	23	24	25	16 Wk 3	17 SD	18	19	20	21	22	22 Wk 8	23	24	25	26	27	28	
26 Wk 10	27	28	29	30	31		23 Wk 4	24	25	26	27	28	29	29	30	31					
April 2020							May 2020							June 2020							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1	2	3	4						1	2	1 Wk 7	2	3	4	5	6		
5 Wk 9	6	Spring Break				10	11	3 Wk 3	4	5	6	7	8 SD	9	7 Wk 8	8	9	10	11	12	13
12 Wk 10	13	14	15	16	17	18	10 Wk 4	11	12	13	14	15	16	14 Wk 9	15	16	17	18	19	20	
19 Wk 1	20 Class starts	21	22	23	24	25	17 Wk 5	18	19	20	21	22	23	21 Wk 10	22	23	24	25	26	27	
26 Wk 2	27	28	29	30			24 Wk 6	25 MEM	26	27	28	29	30	28	29	30 Class starts					

General Education Development (GED) Program*

GED Program

The GED Program offers participants without a High School Diploma or GED a structured pathway to obtain a GED and thus become eligible for postsecondary construction, healthcare and information technology programs at Summit Academy OIC. Through focused and accelerated instruction, the GED programming is aligned to College and Career Readiness Standards (CCRS) in Adult Basic Education, and is designed to build and strengthen the academic foundation needed to pass the GED 2014 Test. Students will enter the program as adult basic education students and will focus exclusively on GED preparation for the first 10 week quarter of the program. The four focus areas for the GED are: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies. Upon successful completion of the first quarter, and having met entrance test requirements, students will be eligible to take post-secondary courses, all the while continuing preparation to pass the GED.

Objectives:

Summit Academy OIC follows state and national standards of education in the delivery of CCRS curriculum aligned to the GED indicators. This program will: Educate students to pass all four GED subjects (mathematical reasoning, reasoning through language arts, social studies, science) with a score of 145+; Prepare students to transition to a vocational program matching their skills and interests; and develop students' work readiness skills to transition from academia to career.

GED Faculty

All classes are taught by highly experienced professionals.

First	Last	Education Completed	Total Years of Industry Experience	Conferring Institution
Don	Kemp	Doctoral Degree	31	Bethel University
Megan	Le Lay	Master's degree	5	Northern Arizona University
Seygbai	Kai	Master's Degree	2	University of Minnesota

* This program is not accredited by the Council on Occupational Education and does not qualify for Title IV financial aid assistance.

Construction Program

CORE PROGRAM

Construction

The Construction Program is a pre-apprentice program designed to provide students with job readiness skills in the construction trade through classroom and hands-on training completed in two 10-week phases: Phase I (general industry training) and Phase II (hands-on training in a chosen specialty). Training is administered by instructors with working construction industry experience.

SPECIALTIES

Carpentry:

The Pre-Apprentice Carpentry specialty focuses on skills necessary to become an entry-level carpenter, either with a union or a non-union employer. Items include floor and wall framing, metal studs, sheathing, sheet rocking, trim work, and roofing. The program ensures that students will have a solid foundation in construction math and basic blueprint reading. Students will be able to identify the most important hand and power tools and learn how to use them safely. They will also be exposed to the variety of building materials and understand their applications. Phase 1 of the program is approximately 80% classroom learning, while Phase II is approximately 80% hands-on.

Objectives:

Upon completion of the program, students will be able to: Understand and apply the materials and process in designing a building; Identify and use various tools and equipment in the construction field; Identify information found in building codes and zoning ordinances; Read plans for a single family residence; Perform basic math necessary on a work site, including reading a tape measure; Understand all required safety measures and identify safety hazards on a work site; Follow prints and frame a house and its foundation; and Reflect the positive attitude expected in the workforce.

Concrete Form Carpenter (Seasonal):

The Concrete Form Carpenter specialty gives students information about, as well as hands-on practice in, the construction of concrete forms.

Objectives:

Upon completion of the program, the student will understand the fundamentals of concrete types and characteristics, footing and foundation types and construction methods, and possess hands-on experience in the construction of wood and metal concrete forms.

Electrician:

The Pre-Apprentice Electrician specialty provides students with hands-on training in the electrical field. During Phase I, students learn the basics of commercial and residential construction. In Phase II, students will learn electrical safety, hand/power tools, print reading, basic electricity, electrical math and the specific skills of the electrical trade through hands-on projects. In order to be eligible to join the International Brotherhood of Electrical Workers union upon completion of Summit Academy OIC's training, the union also requires completion of an Algebra course with a 'C' grade or higher, as documented on a high school or other transcript. Alternately, the National Joint Apprenticeship and Training Committee (NJATC) for the Electrical Industry course, which is offered online, may be completed. Students are responsible for the cost of the course and exam if the NJATC course is chosen.

Objectives:

Upon completion of the program, students will be able to: Recognize appropriate Personal Protection Equipment (PPE) and safety equipment; Identify and demonstrate proper use of electrical tools and materials; Identify different electrical systems; Install breakers, fuses, outlets, switches and common electrical service equipment; Measure resistance, voltage and ampacity in a simple AC circuit; and demonstrate meter-base and service panel installation and wiring techniques.

Phase I: Construction Program

Core Courses for All Construction Specialties (first 10 week quarter) – 15 Credits

Course ID	Credits	Course Name	Course Description
CPP100A2	3	Hand and Power Tools	Exposure to hand and power tools used in construction, including circular saws , reciprocating saws, saber saws, cordless and power drills, table saws, etc.
CPP100B*	3	Building Materials	Become familiar with types of lumber and plywood and proper uses for each. Introduction to builder's hardware and fasteners and the application of each.
CPP101	3	Introduction to Carpentry/Safety	Overview and working knowledge of construction standards, practices, career outlook, apprenticeships and job-site safety; Opportunity to obtain OSHA 10 certification.This course also includes a personal development component.
CPP100D*	3	Print Reading	An introduction to construction drawings, designed to help understand and interpret contract documents (also known as prints and specs) that are used in building construction. A basic understanding of how contract documents are created, organized and presented in a logical sequence is provided. The basic shapes and types of residential construction, and factors that influence building design are reviewed. Orthographic conventions of plans, elevations, sections, and details are covered. Construction methods will also be discussed to help visualize a 3D project on 2D prints. Ability to read and understand a set of contract documents will be demonstrated by preparing a bid proposal for a small residence as the final project.
CPPMATH100*	3	Carpentry Math	Learn basic addition, subtraction, multiplication, division, fractions, decimals and percentages. Understand geometry and algebraic formulas for specific construction applications.

* A comprehensive exam may be administered as a pass/fail option to earn credits if student previously completed course but did not earn a passing grade.

Phase II: Specialized Training

Construction (second 10 week quarter) – 15 Credits – *Select One Specialty*

Specialties offered during selected starts

Course ID	Credits	Course Name	Course Description
	No Credit	Career Development	Learn interpersonal communication skills, office etiquette, critical thinking, financial management, goal setting, career research and problem solving. Utilize resume writing and interview skills specific to the construction field. (Component of all Phase II construction specialty programs.)

Course ID	Credits	Course Name	Course Description
	No Credit	Personal Finance	Students learn about credit building, financial management, savings and checking, budgeting, repairing file systems and business dress appropriate to the field of work. (Component of all construction specialty programs).
Pre-Apprentice Carpentry			
CPP230	15	Framing and Special Projects	Learn residential and commercial framing and practices including rough and finish carpentry. The special project component is designed to challenge students with a higher degree of difficulty in finish carpentry execution.
Concrete Form Carpenter			
CONC300	15	Concrete Form Carpentry	See Concrete Form Carpenter description on page 10.
Electrician			
ELE1011B	15	Electrician Basics	See Electrician description on page 10.

Construction Faculty

All classes are taught by highly experienced professionals with technical and practical expertise.

First	Last	Education Completed	Total Years of Industry Experience	Conferring Institution
Clay	Langer	Certificate	40	Saint Paul College
Spencer	Sanders	High School	40	
John	Gannon	Master's Degree	36	Bethel University
Beth	Halverson	Associate's Degree	26	Alexandria Technical & Community College
Phyllis	Carter	Associate's Degree	21	North Hennepin Community College
Ricardo	Chatmon	Certificate	20	Twin Cities OIC
Michael	Knighten	Associate's Degree	20	Minneapolis Community College
Mike	DeBoer	Associate's Degree	19	Anoka Ramsey Community College
Sayphet	Phabmisay	Associate's Degree	15	Century College
Willie	Lloyd	Associate's Degree	10	Delaware Technical Community College
Niyah	Wesley	Associate's Degree	5	Century College
LaDonna	Britt	Certificate	2	Summit Academy OIC
Shamieka	Marshall	Associate's Degree	1	University of Phoenix

Healthcare Programs

CORE PROGRAMS

Community Health Worker – 29 credits – *Closed to new students*

The Community Health Worker (CHW) works at the grassroots level to build the trusting and vital relationships that make them effective communicators between the community and systems of care. They educate the community with healthcare knowledge and bridge the gap between cultures and healthcare systems to improve healthcare outcomes.

Objectives

Summit Academy OIC adopts the Minnesota Community Health Workers Alliance Scope and Roles as its Community Health Worker program objectives, which are to: Bridge the gap between communities and the health and social service system, Navigate the health and human services system, Advocate for individual and community needs, provide direct services, and build individual and community capacity. Summit Academy OIC also adopts the Red Cross Certified Nursing Assistant (CNA) objectives when the CNA option is offered with the CHW program, which are to: Communicate effectively with clients and coworkers, Understand infection control processes and procedures, Follow correct safety and emergency procedures while on the job, Promote resident independence, and Respect residents' rights.

COMMUNITY HEALTH WORKER SPECIALTIES

Community Health Worker with Certified Nursing Assistant

The Certified Nursing Assistant (CNA) assists nursing staff to ensure optimal patient care and assists the healthcare team to provide and maintain a safe and clean environment for patients. Work includes direct patient care, nutrition, observation, documentation and transportation of patients. *The CNA program is seasonal and is only offered as an option after completing the first 14 weeks in the CHW program.

Senior Care Certified Nursing Assistant/Community Health Worker (CNA/CHW)

The Senior Care CNA/CHW program focuses on all of the core components of our traditional Community Health Worker (CHW) program with additional emphasis on the physical, emotional and developmental needs of the aging population. In combination with the CHW training certificate, students will be trained as a Certified Nursing Assistant (CNA) through the Red Cross. Upon completion of the Senior Care CNA/CHW program, students will be equipped with the skills to work as a Community Health Worker or Certified Nursing Assistant. *The Senior Care CNA/CHW program is seasonal and is only offered as an option after completing the first 14 weeks in the CHW program.

Medical Administrative Assistant – 30 credits

The Medical Administrative Assistant works in a medical office and performs clerical duties to keep the office operating in an organized and efficient manner. They provide customer service, answer phone calls, schedule medical appointments, keep files up to date, and also do some light billing and coding.

Objectives

Upon completion of the program, students will: Show keyboarding and computer skills necessary to perform duties in a medical administrative role; Display effective and professional written communication skills; Understand key legal and ethical guidelines that dictate behaviors in a clinical setting; demonstrate knowledge of medical terminology and how it is applied in the healthcare field; Recognize and understand human anatomy and body systems; Develop competency in telephone techniques, customer service, scheduling, medical records management and communications; Gain a basic understanding of the health insurance industry including its history, programs, and terminology; Build fundamental skills of diagnostic and procedural coding necessary for insurance billing and claims processing; Develop interpersonal communication skills, critical thinking, and goal setting; and Exhibit basic office etiquette.

Community Health Worker

Core Courses for all Community Health Worker Specialties – 21 Credits

Course ID	Credits	Course Name	Course Description
AAWP 130	3	Basic Keyboarding and Microsoft Office	Students will develop basic alphabetic and numeric keyboarding techniques and skills, while building speed and accuracy. Introduction to Microsoft Office Suite, including Word, Outlook, Excel, PowerPoint and Publisher.
AAWP 132	1	Microsoft Office: Publisher and PowerPoint	Participants will develop basic Microsoft PowerPoint techniques to create slide presentations, as well as learn how to create business cards and brochures in Microsoft Publisher.
CHW 111	1	Communication Skills and Cultural Competency	Participants will learn the skills necessary to communicate effectively within diverse settings. Students learn culturally appropriate information about disease prevention and health promotion so that they are able to support clients and healthcare providers in translating health information. Students will demonstrate culturally appropriate non-verbal and verbal skills while interviewing. Upon completion, students are able to recognize the resulting implications of community culture on the health of their clients and communicate health information in a manner that is specific to the context within which they are working.
CHW 113	1	Legal and Ethical Principles	Emphasizes key legal and ethical guidelines that dictate behavior in a clinical setting. Students learn Health Insurance Portability and Accountability Act (HIPAA) guidelines and procedures as well as mandated reporting and code of ethics. Students also learn to operate within the boundaries and scope of the Community Health Worker position.
CHW 130	3	Core Concepts in Health and Disease Management 1	The first of two courses that focus on the knowledge and skills necessary for a Community Health Worker to educate clients on living a healthy lifestyle. Emphasis is placed on social and environmental factors that contribute to disease, as well as the management of these risk factors.
CHW 135	2	Core Concepts in Health and Disease Management 2	A continuation of CHW 130, students will understand symptoms and treatment of disease so they are further equipped to educate clients that have been diagnosed by their provider. The goal is to educate communities and clients on disease prevention and living healthier lifestyles.

Core Courses for all Community Health Worker Specialties (Continued)

Course ID	Credits	Course Name	Course Description
CHW 140	2	Communication and Health in Senior Care	Students will acquire the skills necessary to communicate effectively in senior care settings. This course discusses how cognition and health may affect the perception and communication of aging adults. In addition, the course emphasizes the physical, emotional, and developmental needs of older adults. Upon completion, students will be equipped with the knowledge and tools necessary to assess the client's needs and communicate appropriately.
CHW 211	1	Teaching and Capacity Building in Diverse Settings	This course focuses on building individual and community capacity through education. Students will focus on perception, self-awareness, personality, and verbal and non-verbal communication, to help foster personal growth and awareness. Additionally, students learn various teaching strategies to assist in building individual and community capacity through education.
CHW 213	2	Documentation, Interviewing and Reporting	Students learn how to integrate the communication and listening skills they have acquired while interviewing with accurate legal documentation. This course focuses heavily on learning medical terminology for proper translation and documentation of client information. Students not only learn medical terminology, they also learn how to gather necessary information from the client, as well as the format in which to document the information obtained. At the end of this course students will be able to demonstrate the ability to translate medical terminology, aid clients in filling out forms correctly, document client information in a legal manner, and follow through with clients from the initial contact to the close of their case.
CHW 230	2	Health Topics and Chronic Disease Management in the Aging Population	The focus of this course is to provide students with knowledge specific to diseases that more commonly affect seniors, including but not limited to: Dementia, ALS, and Parkinson's. Students will discuss medical terminology, symptoms, progression, prognosis, treatment, and prevention, as it relates to each specific disease. Students will also learn approaches to disease management and service delivery in various settings.
ENG 110	2	English for Healthcare	Learn the fundamentals of English grammar and mechanics. This course features a strong focus on reading comprehension and analysis.

Core Courses for all Community Health Worker Specialties (Continued)

Course ID	Credits	Course Name	Course Description
WORK100AA	1	Career Development	Develop interpersonal communication skills, office etiquette, critical thinking, goal setting, career research and problem solving. Learn how to set up file systems and become familiar with business dress as well as resume writing and interviewing skills.

Community Health Worker (with Internship or CNA Option)

(Core Courses + 8 credits)

Course ID	Credits	Course Name	Course Description
CHW 115	2	Organization and Resources: Community and Personal Strategies	Students will gain knowledge of the community and learn how to prioritize and organize work. Emphasis is on the use and critical analysis of resources and problem solving.
ENG 111	1	English for Healthcare 2	Participants will learn parts of speech, reading strategies, making inferences and drawing conclusions, exploring fact and opinion, understanding vocabulary-context clues, and comprehending perspective.
INT 100	5**	Internship and Practice Competencies	Students will integrate and apply course content in an agency that utilizes the core competencies of the Community Health Work or Certified Nursing Assistant curriculum. The Healthcare Department Manager will assist in finding placements, based on student interest and an overall good fit between the organization and the personality of the student. Students are required to complete a minimum of 150 hours of work at the internship site and submit a reflection paper describing their learning experience along with proof of hours worked.
OR			

Certified Nursing Assistant (CNA) Available during selected starts
 CNA 100 replaces INT 100: Internship and Practice Competencies

CNA 100ARC	5**	Certified Nursing Assistant	Consists of three weeks of classes and lab work completed at a partner site, where students learn basic nursing skills including how to read and record vital signs, and how to care for individuals in long-term care facilities. After successful completion of the classroom and laboratory practice portion of the program, students are required to complete 2-3 day clinical experience at a nursing home or other residential care facility, supervised by a Registered Nurse, where they get practical experience and an opportunity to demonstrate their mastery of skills.
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**total credits for this class may vary

Senior Care CNA/CHW

(Core Courses + 8 credits)

Course ID	Credits	Course Name	Course Description
CNA 100ARC	5**	Certified Nursing Assistant	Course consists of three weeks of classes and lab work completed at a partner site, where students learn basic nursing skills including how to read and record vital signs, and how to care for individuals in long-term care facilities. After successful completion of the classroom and laboratory practice portion of the program, students are required to complete 2-3 day clinical experience at a nursing home or other residential care facility, supervised by a Registered Nurse, where they get practical experience and an opportunity to demonstrate their mastery of skills.
INT 100	3**	Internship and Practice Competencies	Students will integrate and apply course content in an agency that utilizes the core competencies of the Community Health Work or Certified Nursing Assistant curriculum. The Healthcare Department Manager will assist in finding placements, based on student interest and an overall good fit between the organization and the personality of the student. Students are required to complete a minimum of 90 hours of work at the internship site and submit a reflection paper describing their learning experience along with proof of hours worked. (Clock hour equivalent – 35 hours per credit.)

**total credits for this class may vary

Medical Administrative Assistant (2 Quarters, 30 Credits)

Course ID	Credits	Course Name	Course Description
AAWP 150	3	Microsoft Office 1	Students will develop basic alphabetic and numeric keyboarding techniques and skills. Students are introduced to the Microsoft Office Suite, including Word, Outlook, Excel, PowerPoint, and Publisher.
AAWP 250	3	Microsoft Office 2	Students will develop basic Microsoft PowerPoint techniques to create slide presentations. They will also explore Microsoft Outlook as an email application; including a calendar, task manager, contact manager, and web browsing.
ENG 150	3	Business English and Technical Writing	This course is designed to enhance students' ability to read and write documents and reports effectively. Emphasis will be on writing style, outlining, proofreading and editing, parts of speech, mechanics, composition, organization, and reading comprehension. Students will be expected to write daily, and to incorporate learned strategies and techniques into their documents and reports, as well as to exhibit understanding of material read.

Medical Administrative Assistant (Continued)

Course ID	Credits	Course Name	Course Description
HLTH 180	4	Medical Terminology and Body Systems I	Students will learn how to decipher medical terms using the standard prefix-root-suffix method which allows students to continually add new medical terms to their vocabulary. A human body systems approach, based on human anatomy and physiology, is used. The student will also learn how to interpret and use medical abbreviations and symbols commonly used on forms and medical records in the field. Correct pronunciation and spelling are emphasized and used in grading of student's assignments and exams.
HLTH 185	3	Medical Terminology and Body Systems II	Building on the knowledge obtained in HLTH 180, students will further develop their recognition and understanding of medical terms and their use in the medical field. Students will learn to decipher more medical terms using the standard prefix-root-suffix method which allows students to continually add new medical terms to their vocabulary. The same human body systems approach, based on human anatomy and physiology, will be used.
MEDAA 110	2	Legal and Ethical Principles for the Medical Office Professional	This course emphasizes key legal and ethical principles that guide the work of the Medical Administrative Assistant (MAA). Students will learn about policies, confidentiality & privacy, the Health Insurance Portability and Accountability Act (HIPAA), liability, proper legal documentation, and cultural issues that can influence the legal and ethical responsibilities of an MAA.
MEDAA 120	3	Medical Office Procedures and Management	Students will become familiar with the key functions and procedures necessary to operate a medical office environment effectively. Emphasis is placed on learning proper telephone techniques, customer service, scheduling, medical records management, medical managerial responsibilities, and communication. Students also learn the importance of HIPAA guidelines in a medical office environment.
MEDAA 130	1	Introduction to Insurance	An overview of the health insurance industry including history, programs, and insurance terminology. Students will learn rules, government regulations, and third-party payer requirements regarding the reimbursement and revenue cycle.
MEDAA 231	2	Professional Communication in the Workplace	Participants will learn to communicate professionally in all facets of the medical office environment. Focus is placed on the importance of perception and personality as it relates to verbal and non-verbal communication. Students will also learn effective communication and conflict resolution strategies to help guide them in providing exceptional customer service.

MEDAA 240	5	Medical Billing and Coding for Reimbursement	An introduction to diagnostic coding as well as procedural coding necessary for insurance billing and claims processing. Students will learn ICD-10, CPT, and HCPCS coding systems, to ensure that all diagnoses (conditions), services (e.g., office visit), and procedures (e.g., surgery, x-rays) documented in patient records are coded accurately for reimbursement, research, and statistical purposes.
WORK100AA	1	Career Development	Learn interpersonal communication skills, office etiquette, critical thinking, goal setting, career research and problem solving. Learn how to set up file systems and become familiar with business dress as well as resume writing and interviewing skills.

Healthcare Training Partners

American Red Cross - Minneapolis

1201 W River Parkway, Minneapolis, MN 55454
(612) 871-7676

American Red Cross - St. Paul Classrooms (at the discretion of the Red Cross)

176 South Robert Street, St. Paul MN 55104

Healthcare Faculty

All classes are taught by highly experienced professionals with technical and practical expertise.

First	Last	Education Completed	Total Years of Industry Experience	Conferring Institution
Brian	Trewartha	Master's Degree	20	St. Cloud State University
Ann-Marie	Landin	Bachelor's Degree	18	St. Mary's University - Minneapolis
James	Plaisance	Master's Degree	15	University of Minnesota
Julia	Egan	Master's Degree	8	University of Wisconsin-Madison
Hassan	Isse	Master's Degree	8	University of Madras, Chennai India
Shamieka	Marshall	Associate's Degree	1	University of Phoenix

Information Technology

CORE PROGRAM

The Information Technology (IT) Program is designed to provide students with entry-level skills in the IT field through classroom and hands-on training completed in two 10-week phases: Phase I (general training) and Phase II (specialized training). Students in Phase II will have the opportunity to complete an externship in which students will receive work-based training with an employer partner.

Objectives:

Upon completion of the program, students will: Become well-rounded individuals to begin careers in the technology industry, primarily in entry-level service desk roles; Obtain foundational skill in both hardware and software via current CompTIA A+ concepts; Apply soft business skills to communicate effectively both in writing and verbally to external and internal customers; Identify and analyze user needs as well as provide IT solutions in a clear and concise manner; Collaborate with others to accomplish tasks such as creating and modifying “how to” documentation in a consistent manner; Understand change management and service management, as well as best practices and standards related to the IT field; and Employ theory-to-practice through an IT work-based training experience.

SPECIALTIES - Phase II

Service Desk Technician

A Service Desk Technician is responsible for providing resolutions to external and internal customers through expert problem identification, analysis and appropriate troubleshooting. They receive trouble tickets via email, ticketing system, or telephone, and are responsive and effective in creating tickets, resolving tickets and/or coordinating escalation for resolution. A Service Desk Technician must have the ability to communicate effectively with both technical staff and end users, providing exceptional customer service.

Network Operations Center (NOC) Technician (offered during selected starts)

Network Operations Center (NOC) technicians monitor networks and help resolve systems issues. A NOC Technician plays a critical role in maintaining client satisfaction and resilient network operations. NOC Technicians must maintain a constant awareness of internal and customer infrastructure in data centers to guarantee the best service delivery possible. NOC Technicians will work with CISCO gear, Linux, and Windows services and monitor complex systems to support a wide range of clients.

Core Program - All Specialties (27 Credits)

Course ID	Credits	Course Name	Course Description
AAWP 100	2	Microsoft Suites and Keyboarding Skills	Students will have the ability to create, edit, and navigate the toolbars across multiple Microsoft Office applications. Training will focus on creating and constructing worksheets using basic formula and functions in Microsoft Excel, including inserting charts. Additionally, students will improve their touch-typing skills.
IT 100	4	IT Fundamentals I	Gives an overview of common entry-level IT workplace skills. Skills include a general understanding of: hardware and peripherals; mobile devices; networking; and troubleshooting hardware and network connectivity issues.
ITCOM 100	2	Communications	Provides a fundamental understanding of the elements and the transactional nature of communication, including the use of effective and professional online communication channels, will be fostered. In addition, the professional development component of this course focuses on the principles of time management and goal-setting; resume writing and interview skills; and self-assessment.

Core Program - All Specialties (Continued)

Course ID	Credits	Course Name	Course Description
ITENG 117	2	English	Grammar essentials and mechanics, including paragraphing, punctuation, and spelling are covered in this course. Students will advance their writing skills appropriate to their audience and develop self-assessment skills.
ITIL 100	2	ITIL Essentials	Gives an introduction to ITIL 4, this course enables students to understand a new way to look at IT Service Management through a Service Value System (SVS). ITIL 4 walks students through a more evolved view of an SVS, which provides a holistic end-to-end picture of what it really means to contribute to business value. It also integrates concepts from models such as Lean IT, Agile and DevOps.
ITLAB 100	3	Computer Lab I	This hands-on course gives students the opportunity to practice the tech skills taught in the IT Fundamentals I classroom. Skills include a general understanding of: hardware and peripherals; mobile devices; networking; and troubleshooting hardware and network connectivity issues.
ITAPL 200	1	A+ Prep	Provides preparation for the A+ certification exam began in IT Fundamentals I (IT 100). Self-directed learning culminates in attempting the A+ exam.
ITAPP 200	2	Applied IT	Provides a hands-on approach to the tasks associated with the installation, and management of virtualization technologies, server implementations, and network services. The course content is taught in a lab-based environment which provides a student-centered learning experience that integrates the concepts taught in the Fundamentals-I and Fundamentals-II courses.
ITCSP 200	2	Computer Science Principles	Develops familiarity with and knowledge around foundational concepts of computer science, including programming and app development.
ITCUS 200	2	Customer Service Communications	Develops core customer service skills by identifying key components of customer service, customer communication, work styles, and preferred communication methods. Continues Communications and English curriculum, including technical writing.
ITNET 200	2	Introduction to Networking	Examines logical and physical aspects of networking design and networking hardware systems through practical examples and case studies of LAN, WAN, MAN and SAN design. It also explores aspects of security and risk management of networking and data communications.
ITSD 200	2	IT Fundamentals II	Gives students a practical understanding of operating systems (installation and configuration of various O/S), networking, security, cloud computing, mobile, and communications equipment.

Core Program - All Specialties (Continued)

Course ID	Credits	Course Name	Course Description
WORK100AA	1	Career Development	Demonstrates career-based knowledge and learn to research careers and companies; understand the use of social media as part of the career-seeking process; understand interview skills and techniques that are applicable to various situations. Create work readiness documents including resumes, reference lists, thank-you letters, cover letters and more.

Specialized Training- Service Desk Technician

(Core Courses + 3 Credits)

Course ID	Credits	Course Name	Course Description
ITEXT 200	3	Work Based Training - Service Desk	Immersive learning environment involving real-life application of systems through embedding students with an IT employer. Increase productivity, promote employee retention, and provide a supportive learning environment. Students will refine specific software and skills they will use during employment.

Specialized Training- Network Operations Center (NOC) Technician

(Core Courses + 3 Credits) offered during selected starts

Course ID	Credits	Course Name	Course Description
ITEXT 201	3	Work-Based Training - NOC	Immersive learning environment, involving real-life application of systems, through embedding students with an IT employer specific to the NOC. Increase productivity, promote employee retention, and provide a supportive learning environment. Students will refine specific software and skills they will use during employment.

Information Technology Faculty

All classes are taught by highly experienced professionals with technical and practical expertise.

First	Last	Education Completed	Total Years of Industry Experience	Conferring Institution
Richard	Grieman	Master's Degree	36	Carlson School of Management
Brian	Schwahn	Associate's Degree	31	Chippewa Valley Comm. & Technical College
Jason	Sandifer	Bachelor's Degree	13	Vanguard University
Shamieka	Marshall	Associate's Degree	1	University of Phoenix